DOCUMENT RESUME

ED 268 507 CS 008 406

TITLE Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 85

NOTE 16p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Biofeedback; Cognitive Style; Comparative Analysis; Computer Assisted Instruction; *Content Area Reading; *Doctoral Dissertations; Early Reading; Elementary Secondary Education; Illustrations; Locus of Control; Oral Language; Perception; *Reading Ability; *Reading Achievement; *Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; Reading Strategies; Vocabulary Development; Word Recognition

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) the effect of selected biofeedback techniques on reading comprehension in a high school chemistry class; (2) an investigation of volunteer and nonvolunteer parents concerning students' reading achievement and attendance; (3) the relationship of locus of control and specific reading achievement scores of third and fourth grade students; (4) an analysis of first graders' oral language and receptive vocabulary compared with their reading achievement; (5) strategies for comprehension of extended and holistic metaphor/analogies in science textbooks by fourth-grade students; (6) correlates of early reading ability; (7) the relationship between elementary teacher absenteeism and the achievement of elementary pupils in reading and mathematics; (8) the relationship of reading achievement and study orientation among a public high school population, a public alternative high school population, and an identified juvenile delinquent population; (9) factors affecting reading achievement retention over summer vacation; and (10) the influences of gender, work and social habits, and content area on teachers' perceptions of reading abilities and scholarship among middle school students. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED268507

Reading Achievement: Characteristics Associated with Success and Failure:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1985 (Vol. 46 Nos. 1 through 6).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS008406

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1985 by University Microfilms International) and may not be reproduced without their proper permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts in searches of the ERIC database. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Abelson, Roger William
EFFECT OF SELECTED BIOFEEDBACK TECHNIQUES ON READING COMPREHENSION IN A HIGH SCHOOL CHEMISTRY CLASS

Beck, Lillie Adelle
AN INVESTIGATION OF VOLUNTEER AND NONVOLUNTEER PARENTS CONCERNING STUDENTS' READING ACHIEVEMENT AND ATTENDANCE

Belcher, Vivian Carol Bray
THE EFFECTS OF INDUCED MENTAL IMAGERY UPON THE READING COMPREHENSION OF ABOVE AND BELOW AVERAGE THIRD AND FOURTH GRADE STUDENTS

Bliss, Frances Hudson
AN INVESTIGATION OF THE RELATIONSHIP OF LOCUS OF CONTROL AND SPECIFIC READING ACHIEVEMENT SCORES OF THIRD AND FOURTH GRADE STUDENTS

Box, Larry
A STUDY OF ACHIEVEMENT AND ATTITUDES OF HIGH-ACHIEVING, AVERAGE-ACHIEVING, AND LOW-ACHIEVING THIRD GRADE STUDENTS INVOLVED IN DAILY SUSTAINED SILENT READING

Brueggeman, Martha Ann
AN ANALYSIS OF FIRST GRADERS' ORAL LANGUAGE AND RECEPTIVE VOCABULARY COMPARED WITH THEIR READING ACHIEVEMENT

Crismore, Avon Germaine
METADISCOURSE AS RHETORICAL ACT IN SOCIAL STUDIES TEXTS: ITS EFFECT ON STUDENT PERFORMANCE AND ATTITUDE

Dymarkowski, Annette
A STUDY TO DETERMINE THE EFFECTS OF ILLUSTRATED AND NON-ILLUSTRATED TEXTS ON CHILDREN'S READING COMPREHENSION

Edwards, Solomon E.
FACTORS OF READING ATTITUDE, RELIGIOUS BACKGROUND, CLASS STANDING AND TYPE OF SCHOOL RELATED TO THE BIBLE READING HABITS OF COLLEGE STUDENTS

Elder, Jacqueline R.
THE INSTANTIATION HYPOTHESIS AS APPLIED TO DIFFERENTIATED GROUPS OF CHILDREN

Franklin, Mary Reese
AN INVESTIGATION OF THE READING ACHIEVEMENT IN PRIMARY GRADES OF PRE-FIRST GRADE READERS

Harjasujana, Ahmad S.
RELATIONSHIPS AMONG READING MODELS, ENVIRONMENTS, ATTITUDES, AND ABILITIES OF THE JUNIOR HIGH SCHOOL STUDENTS IN WEST JAVA, INDONESIA

Lipschitz, Ceil
STRATEGIES FOR COMPREHENSION OF EXTENDED AND HOLISTIC METAPHOR/ ANALOGIES IN SCIENCE TEXTBOOKS BY FOURTH-GRADE STUDENTS

Menoher, Judith Ann
FACTORS AFFECTING READING ACHIEVEMENT RETENTION OVER SUMMER VACATION

Misner, Warren Craig
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN IN-SCHOOL SYSTEM STUDENT TRANSIENCY AND STUDENT READING ACHIEVEMENT

Pederson, Kathleen Marshall
THE EFFECTS OF PASSAGE AVAILABILITY DURING ADJUNCT QUESTIONING IN COMPUTER-ASSISTED READING PRACTICE ON RECALL MEASURES OF READING COMPREHENSION IN INTERMEDIATE COLLEGE FRENCH

Perrin, Janet Link
AN EXPERIMENTAL INVESTIGATION OF THE RELATIONSHIPS AMONG THE LEARNING STYLE SOCIOLOGICAL PREFERENCES OF GIFTED AND NORMAL PRIMARY CHILDREN, SELECTED INSTRUCTIONAL STRATEGIES, ATTITUDE, AND ACHIEVEMENT IN PROBLEM SOLVING AND WORD RECOGNITION

Perry, Stephen Richard
CORRELATES OF EARLY READING ABILITY

Peters, Kathleen T.
WISC-R VERBAL SUBTEST SCORES OF FOUR SOCIOECONOMIC LEVELS AND FOUR READING SKILL GROUPS

Smit, Edna Knighten
THE INFLUENCES OF GENDER, WORK AND SOCIAL HABITS, AND CONTENT AREA ON TEACHERS' PERCEPTIONS OF READING ABILITIES AND SCHOLARSHIP OF MIDDLE SCHOOL STUDENTS

Smith, David Benjamin
A STUDY OF THE RELATIONSHIP BETWEEN ELEMENTARY TEACHER ABSENTEEISM AND THE ACHIEVEMENT OF ELEMENTARY PUPILS IN READING AND MATHEMATICS

Smith Rotchford, Millie
A STUDY OF THE RELATIONSHIP OF READING ACHIEVEMENT AND STUDY ORIENTATION AMONG A PUBLIC HIGH SCHOOL POPULATION, A PUBLIC ALTERNATIVE HIGH SCHOOL POPULATION, AND AN IDENTIFIED JUVENILE DELINQUENT POPULATION

Smock, David Joel
A STUDY OF THE EFFECTS OF SELF-MONITORING ON READING SCRIPTUAL TEXT VIA A SELF PROMPTED VIDEO DISPLAY

Spingarn, Debora L.
THE EFFECT OF VARIANT TEACHER/STUDENT CONCEPTUAL TEMPO ON STUDENT READING ACHIEVEMENT, TEACHER-STUDENT INTERACTION, AND STUDENT SELF CONCEPT

Steubing, Jayne Hanley
ELEMENTARY SCHOOL TEACHER LOCUS OF CONTROL, CAUSAL ATTRIBUTIONS, AND STUDENT READING GROUP PLACEMENT

Zenge, Sara Dunning
THE RELATION OF METALINGUISTIC AWARENESS IN FIRST GRADE TO READING ACHIEVEMENT IN THRID AND FIFTH GRADES: A LONGITUDINAL STUDY

EFFECT OF SELECTED BIOFEEDBACK TECHNIQUES ON READING COMPREHENSION IN A HIGH SCHOOL CHEMISTRY CLASS

Order No. DA8512648

ABELSON, ROGER WILLIAM, ED.D. *University of Northern Colorado*, 1985. 56pp. Adviser: Jay K. Hackett

This study was designed to answer the question, "What effects do biofeedback relaxation techniques have on reading comprehension?" Biofeedback relaxation techniques were utilized on a sample of high school students and the effects on reading comprehension were evaluated.

The study group consisted of 88 high school chemistry students. The reading test utilized was the 1978 Gates-MacGinitie Level F reading comprehension test.

Relaxation was attained through autogenic phrases given verbally and with tape recordings. The degree of relaxation was measured with a thermistor attached to a finger. The more relaxed muscle groups become, more blood will move through the veins, hence warming the fingers. These conditions were met during the period: quiet place, comfortable position, focusing the mind, and attainment of a passive attitude.

The Solomon Four-group Design was used to evaluate this study. There were two control groups, one took only the post-test. The other took both the pre- and post-tests. There were two experimental groups involved with relaxation training. One took only the post-test, the other took both the pre- and post-test.

Post-test results revealed no statistically significant difference in reading comprehension between experimental and control groups. The random sample of students was able to relax as shown by skin temperature. This relaxation did not result in improved reading comprehension. The post-test instrument may not have been sensitive enough for the sample. The treatment period of eight weeks might not have been sufficient to measurably increase reading comprehension.

This study should be replicated. The biofeedback treatment could be extended to an 18 week semester or longer for purposes of determining greater change in results.

Parallel studies could be done in other academic areas such as earth science and biology where less detailed reading may be a greater factor.

A study should be conducted to determine the effect of biofeedback relaxation training on student achievement of chemistry content material.

AN INVESTIGATION OF VOLUNTEER AND NONVOLUNTEER PARENTS CONCERNING STUDENTS' READING ACHIEVEMENT AND ATTENDANCE

Order No. DA8512561

BECK, LILLIE ADELLE, PH.D. *United States International University*, 1978. 121pp. Chairperson: Clifford Stallings

The Problem. The major purpose of the study was to investigate the relationships between parents' volunteerism and their children's reading achievement and attendance. Parents' attitudes toward the school were investigated as well as their stated reasons for volunteering.

Method. The experimental group consisted of children and their parents who had volunteered to work in the school (N = 67). The control group consisted of children and their parents who had not done school volunteer work (N = 67). Data were gathered through a questionnaire sent to parents and through children's school records.

The following questions were posed: (1) Do children of parents who volunteer in their child's classroom obtain higher reading scores than do children of parents who do not volunteer to this extent? (2) Do the children of parents who volunteer have less days absent than do children of parents who do not volunteer to this extent? (3) Do parents who volunteer have more favorable attitudes toward the child's teacher and school than do parents who do not volunteer to this extent? (4) What are parents' stated reasons for volunteering? (5) Do parents who volunteer feel an attitudinal change occurred as a result of volunteering?

Results. The findings of the study revealed that the reading scores of children whose parents volunteered in their classroom, for an hour or more per week, for a semester or longer, were significantly higher than the scores of those children whose parents did not volunteer to this extent. No significant relationship was found regarding the children's attendance. Additionally, parents who volunteered, as defined, did not have more positive attitudes toward the school than did those parents who did not volunteer; however, the volunteering parents reported that, in general, their attitudes became more positive as a result of volunteering.

THE EFFECTS OF INDUCED MENTAL IMAGERY UPON THE READING COMPREHENSION OF ABOVE AND BELOW AVERAGE THIRD AND FOURTH GRADE STUDENTS

Order No. DA8506494

BELCHER, VIVIAN CAROL BRAY, PH.D. *University of Maryland*, 1984. 360pp. Supervisor: Dr. Linda B. Gambrell

The primary purpose of this study was to investigate the effects of imagery instructions upon reading comprehension for above and below average third and fourth grade students. The four questions addressed in this study were: (1) Are there differences in the processing of text at: (a) the literal level? (b) the inferential level? (2) Are there differences in the recall of narrative prose: (a) for free recall? (b) for cued recall? (3) Is there a relationship between reading comprehension and the self-reported ability to use imagery? (4) To what degree do the images vary in regard to the attributes of change, chromatism, clarity, controllability, imagery as an aid to reading, movement, numerosity, spatial ability, and state of eyes?

Participating in this study were 144 third and fourth grade students randomly assigned to groups with respect to treatment, proficiency and gender. All subjects attended one of two suburban Washington, D.C. elementary schools. After reading each page of a nine page story, each subject was individually assessed on interspersed literal and inferential questions. Free recall was audio taped for later analysis. An imagery interview instrument was used to collect data on the various attributes. The last data collection event was cued recall questions.

Four three-way analyses of covariance with the independent variables of (1) treatment (imagery instructions vs. "try to remember"), (2) proficiency levels (good comprehenders vs. poor comprehenders, and (3) gender were conducted.

Significant differences were found in favor of the imagery groups in literal comprehension, inferential comprehension, free recall and cued recall. Good readers and poor readers benefited from imagery instructions. No significant gender differences were found.

Correlations performed using Kendall's Tau yielded small, but positive correlations between literal and inferential reading comprehension and certain combined imagery attributes.

Twenty-seven tests using chi-square analyses of independence were performed upon the reported imagery attributes. In most cases the independence of the variables were accepted. There were, however, eleven cases in which dependence was indicated.

Imagery instructions facilitated literal and inferential comprehension, and free and cued recall in this study. As expected, above average readers performed better than below average readers. Below average readers reported less ability to use various attributes of imagery than the above average readers. Males reported a superior ability in spatial visualization.

AN INVESTIGATION OF THE RELATIONSHIP OF LOCUS OF CONTROL AND SPECIFIC READING ACHIEVEMENT SCORES OF THIRD AND FOURTH GRADE STUDENTS

Order No. DA8510000

BLISS, FRANCES HUDSON, PH.D. *Southern Illinois University at Carbondale*, 1984. 80pp. Major Professor: Margaret Keyser Hill

This study was designed to further investigate the relationship between locus of control and specific reading comprehension achievement scores. In addition, the research investigated the relationship between locus of control, reading comprehension scores and such variables as type of school (public versus private), race of student, grade, sex, and reading program (regular versus special). There were 475 third and fourth grade public and private school students in the sample. The instruments used were the Stanford Reading Diagnostic Test to measure reading comprehension and the Nowicki-Strickland Locus of Control Scale for Children to measure the internal-external locus of control orientation. Pearson product-moment correlation was used to analyze the data collected. The results show that locus of control is not a significant variable relative to reading comprehension; however, race, reading program, type of school (public versus private), sex, and grade were found to be significant variables in the reading process.

A STUDY OF ACHIEVEMENT AND ATTITUDES OF HIGH-ACHIEVING, AVERAGE-ACHIEVING, AND LOW-ACHIEVING THIRD GRADE STUDENTS INVOLVED IN DAILY SUSTAINED SILENT READING

Order No. DA8507868

BOX, LARRY, ED.D. *Mississippi State University*, 1984. 64pp. Director: Aubrey W. Shelton

The purpose of the study was to determine if scores in reading vocabulary, reading comprehension, total reading, and attitude toward reading would differ significantly for students involved in daily Sustained Silent Reading from scores in reading vocabulary, reading comprehension, total reading, and attitude toward reading for students who did not participate in daily Sustained Silent Reading.

The population consisted of 234 third grade students in a Mississippi school. The experimental group contained 116 students and the control group contained 118. Randomly selected experimental and control groups each contained two high-achieving classes, two average-achieving classes, and one low-achieving class. During the 13 week treatment period, students in the experimental group participated in a daily 10 minute Sustained Silent Reading session and in the regular reading program of the school. Control group students participated in the regular reading program. Pretest and posttest data were collected utilizing the California Achievement Tests, 1977 Edition, and the Estes Reading Attitude Scale.

Low-achieving students in the treatment group had significantly higher mean scores from the low-achieving control group at the .05 level in reading vocabulary and reading comprehension. Their mean scores were significantly higher at the .01 level in total reading. Average-achieving students in the treatment group scored significantly higher at the .01 level in reading vocabulary and in total reading. The difference in reading comprehension for average-achieving experimental and control students was not significant at the .05 level. Reading vocabulary, reading comprehension, and total reading were not significantly different for the high-achieving experimental and control groups. The difference in reading vocabulary between the total experimental and control groups was significantly higher at the .01 level for the experimental group. The difference in total reading was significant at the .05 level. There was no significant difference in reading comprehension between the total experimental and control groups. Attitude toward reading was not significantly different for any of the experimental and control groups.

AN ANALYSIS OF FIRST GRADERS' ORAL LANGUAGE AND RECEPTIVE VOCABULARY COMPARED WITH THEIR READING ACHIEVEMENT

Order No. DA8506275

BRUEGGEMAN, MARTHA ANN, PH.D. *The University of Akron*, 1985. 241pp.

The purpose of this study was to investigate the relationship between oral language and reading achievement among first grade students. Three major questions were asked: (a) Have past attempts to compare oral language/reading research exemplified valid forms of language testing and analysis? (b) Are there statistically significant relationships existing between some aspects of oral language and reading achievement? (c) Are there any linguistic patterns identifiable among above average readers?

A review of the literature revealed a paradox within research. A large proportion of learning and reading disabled children are found to have language disorders. Research studies attempting to describe the relationship between reading and oral language development have provided minimal evidence of any correlation. Analyses of these pieces of research indicate that a majority of studies have relied on formal standardized language testing and have predominantly described grammar and vocabulary, not pragmatic skill.

The research design for the study included: standardized testing, story retelling, obtaining a language sample by manipulating the context, and a combination of content analysis and content assessment. Both complex sentence use and pragmatic skill development were analyzed through the discourse sample. Eighty-three first grade children were chosen by stratified random sampling methods from a population of 2,894.

No statistical significance was found between complex sentence use and any of the five reading subtests. Receptive vocabulary and reading, especially the subtest Word Analysis, portrayed significance. The highest correlations were found among pragmatic skills and all five subtests of the Woodcock Reading Mastery Test, especially Word and Passage Comprehension.

The most significant pattern was found when comparing the pragmatic skill Interaction Quality (IAQ) with reading. The highest score calculated was a r of .597 between IAQ and Word Comprehension. Children who were able to rephrase and add information when revising statements and consider the conversational partner, appeared to find success in understanding and manipulating word meanings while reading.

This research provides both a system for measuring and scoring pragmatic skills within school-age children and a tool for aiding the teacher's awareness of and ability to facilitate the growth of classroom pragmatic skills.

METADISCOURSE AS RHETORICAL ACT IN SOCIAL STUDIES TEXTS: ITS EFFECT ON STUDENT PERFORMANCE AND ATTITUDE

Order No. DA8511601

CRISMORE, AVON GERMAINE, PH.D. *University of Illinois at Urbana-Champaign*, 1985. 420pp. Adviser: George W. McConkie

Metadiscourse (an author's presence in a text) was explored, together with its benefits for improving social studies textbooks and children's learning and attitudes. Metadiscourse involves aspects of text that affect author/reader relationships, the interpersonal function of language. A rhetorical textbook, one that includes both interpersonal and ideational aspects, focuses on the communicative act of writing/reading. Viewpoints from rhetoric and literary/film theory, sociolinguistics, and education have been employed in this study. The study consists of several components employing different research methods. A historical review of different perspectives revealed shifts in perceptions of proper author roles and disclosed a converging preference for a more primary role for authors and acceptance of interpersonal voice and author commentary as legitimate rhetorical devices. The nature of metadiscourse was examined by investigating definitions and classification systems from

various disciplines. Several systems were used to develop a typology of metadiscourse with two broad categories, informational and models were found as useful frameworks for studying metadiscourse and understanding school reading as a rhetorical act. Multidisciplinary views of benefits of metadiscourse for textbooks and students were presented. A descriptive study of metadiscourse use in social studies textbooks and nontextbooks found consistent differences between them in the use of informational and attitudinal metadiscourse: Nontextbooks used more metadiscourse, especially attitudinal metadiscourse, and appeared more lively than textbooks. An evaluation of a chapter from a typical social studies textbook revealed several characteristics that could create problems for students, including the lack of an explicit global thematic idea and of metadiscourse, mismatches of implicit themes in the text and teacher's manual, and an authoritarian, truth-giver style. In an experimental study with sixth graders, this textbook chapter was modified by adding informational and attitudinal metadiscourse and interpersonal voice as variables, and their effect on retention and attitude were investigated. No overall significant main effects were found, but differential significant effects were found for subtests and subgroups. The voice variable and high vs. low comfort subgroups were critical factors.

A STUDY TO DETERMINE THE EFFECTS OF ILLUSTRATED AND NON-ILLUSTRATED TEXTS ON CHILDREN'S READING COMPREHENSION

Order No. DA8516739

DYMARKOWSKI, ANNETTE, ED.D. *The University of Toledo*, 1985. 86pp.

In order to determine how the presence of illustrations in children's texts affects children's reading comprehension, the relationship among reading ability and age to children's reading comprehension of non-fictional illustrated and non-fictional non-illustrated texts was investigated in this study.

The sample for this study consisted for 40 second and 40 sixth grade students. The subjects were categorized into two groups on reading ability, high and low, and were randomly assigned to the experimental group (text without illustrations) or the control group (text with illustrations). There was one non-fictional text for the second grade level and another non-fictional text for the sixth grade level. The pictures were relevant to the text.

The independent variables for the study were grade level, ability level and text type. The dependent variables were the score on the textually explicit questions, the score on the textually implicit questions, and the total score.

The testing instrument used in this study to measure comprehension was a 20-item, open-ended response test designed by the investigator. The 10 textually explicit questions and the 10 textually implicit questions were administered to the subjects in each grade level on the appropriate text. The test was designed to reflect the content of the printed matter of the stories and not the pictures. The subjects were tested orally immediately following the reading of the text.

The results of this study indicated that illustrations do not facilitate children's reading comprehension. Reading achievement levels appeared to affect a student's ability to comprehend the text.

FACTORS OF READING ATTITUDE, RELIGIOUS BACKGROUND, CLASS STANDING AND TYPE OF SCHOOL RELATED TO THE BIBLE READING HABITS OF COLLEGE STUDENTS

Order No. DA8507849

EDWARDS, SOLOMON E., ED.D. *Indiana University*, 1984. 192pp. Chairman: Larry J. Mikulecky

This study was designed to investigate the relationship of certain factors such as reading attitude, religious background, class standing, and type of school as they relate to the Bible reading habits of college students. Previously, the few studies which have touched upon college Bible reading have tended to concentrate on the frequency and amount of time spent reading. As helpful as this emphasis is, there is a need for more comprehensive information regarding the Bible reading practices of college students. This study endeavored to serve that need.

This study was conducted in an urban area with a population of approximately 750,000. A survey consisting of three measures was administered to 190 undergraduate respondents in eight classes in three different types of schools: a state university, a private non-denominational school, and a church-related college.

The results of the study revealed a significant relationship between reading attitude and Bible reading habits. The strongest significant relationship was found between religious background and Bible reading habits. No significant correlation was determined between class standing and Bible reading habits. Also of no statistical significance was the difference in the type of school attended. Of the religious background variables, religious experience correlated the highest with Bible reading habits scores ($r = .733$), followed by a lesser relationship from church participation ($r = .699$), home environment ($r = .448$), and school instruction ($r = .267$). General reading attitude correlated at .289.

Multiple regression indicated that religious experience showed the highest percent of shared variance (53.7) found between Bible reading habits scores and the religious background variables. Church participation contributed 6.3 percent to the change in variance, while home environment contributed 2.4 percent and school instruction .37 percent in the overall variance share of 62.8 percent between Bible reading habits and religious background variables.

From the results of this study it was concluded that the data does not support the commonly held belief that students from church-related colleges are likely to do more Bible reading; home association with initial college religious practice was not as significant as it formerly was thought; individual commitment as found in religious experience and church participation seems most related to sustaining Bible reading habits; school instruction generally did not relate to Bible reading habits.

THE INSTANTIATION HYPOTHESIS AS APPLIED TO DIFFERENTIATED GROUPS OF CHILDREN

Order No. DA8514523

ELDER, JACQUELINE R., ED.D. *University of Maryland*, 1984. 184pp. Director: Robert Wilson

The purpose of this study was to determine if the instantiation hypothesis holds true when applied to differentiated groups of poor, normal, and learning disabled readers. A secondary purpose of this study was to investigate whether differences in metacognitive knowledge of memory strategies exist among the groups, and if so, whether these differences are reflected in the students' ability to instantiate spontaneously. Instantiation has been defined as the process of generating and storing a particular exemplar for a more general term in a sentence read which may serve as an aid to recall, while metacognition is the knowledge and efficient use of strategies in approaching learning tasks. A review of the literature indicated that discrepancies in results and gaps in the knowledge existed regarding the relationship of these cognitive learning processes and their application to children of varying levels of reading ability.

A total of 180 subjects were divided into six groups of 30 students each, as follows: fifth and eighth grade middle reading groups; fifth and eighth grade low reading groups; and fifth and eighth grade learning disabled groups. These students were tested to determine their instantiation abilities. Ten students from each group were then randomly selected and given the metacognitive interview. The subjects were drawn from four school districts in the rural area of south central Pennsylvania.

T-tests indicated mixed support for the generalizability of the instantiation hypothesis to the differentiated groups. An analysis of covariance indicated that, with reading ability held constant, there were no differences among the groups in instantiation, and this same result was found from the chi square analyses of the interview responses. The correlation calculations indicated low to moderate degrees of relationship between instantiation and metacognition.

While the findings provided some evidence for the generalizability of the instantiation hypothesis to differentiated groups of intermediate grade children, the overall results indicated that neither instantiation ability nor metacognitive knowledge was affected by reading ability, the presence of a learning disability in reading, or cognitive developmental levels. The findings also implied that the cognitive learning processes of instantiation and metacognition have little relationship to each other.

AN INVESTIGATION OF THE READING ACHIEVEMENT IN PRIMARY GRADES OF PRE-FIRST GRADE READERS

Order No. DA8515784

FRANKLIN, MARY REESE, ED.D. *Auburn University*, 1985. 107pp. Director: Elizabeth Allen

The primary purpose of this study was to investigate the reading achievement of a sample of 50 pre-first grade readers, as compared to the reading achievement of a group of non-early readers. A secondary purpose was to study the reading achievement of the early readers by the subgroups of those who began to read independently, and those who were taught to read prior to first grade, either at home or in preschool.

The early readers were identified by their parents in response to parental questionnaires, with supportive evidence obtained from school records of scores in the High stanine range of the *Metropolitan Readiness Tests* or other readiness instruments administered at entrance to first grade. Reading achievement was determined by scale scores on the *California Achievement Tests* administered at the conclusion of the first, second and fourth grades.

Multivariate analyses of variance were used to determine the significance of differences between group means, and as measures of grade and sex effects. Univariate analyses were used to determine the interaction effects of group, grade and sex. Mean reading achievement scores at the separate group levels were plotted to depict trends.

A significant difference at the $<.01$ level was found over the time interval from first to fourth grades, between the reading achievement of the early and non-early readers. No sex differences were found. The reading achievement of the early-taught readers had a slight tendency for greater means than those of the early readers who had received no reading instruction in preschool years. Statistical treatment was not indicated by these trends and was not performed.

From these findings it was determined that early readers maintain their initial gains over time, with the gains increasing at the end of the primary grades.

RELATIONSHIPS AMONG READING MODELS, ENVIRONMENTS, ATTITUDES, AND ABILITIES OF THE JUNIOR HIGH SCHOOL STUDENTS IN WEST JAVA, INDONESIA

Order No. DA8507853

HARJASUJANA, AHMAD S., ED.D. *Indiana University*, 1984. 181pp. Chairperson: Larry Mikulecky

The purpose of this investigation was to examine the relationships among students' reading attitudes, reading abilities, adult/peer reading models, and home/school reading environments. More specifically, the study asks: (1) What is the strength of the relationships between student reading attitudes and: (a) adult and peer reading models; and (b) home and school environments? (2) What is the strengthof the relationships between student reading abilities and: (a) adult and peer reading models; and (b) home and school environments? (3) What is the strength of the relationships between student reading attitudes and student reading abilities?

The subjects of the study were 299 junior high school students, their parents, and reading teachers. The sample was drawn by using stratified random sampling that controlled the size of the district, the size of school, and the region of the province. This was done to sample schools that represented urban, suburban, and rural areas and various school and home environmental backgrounds in West Java, Indonesia.

The study employed seven different instruments, i.e., an adapted Mikulecky Behavioral Reading Attitude Measure (MBRAM); a standardized reading ability test which was at the Test Center, Office of Educational Development, Jakarta, Indonesia; and five specially constructed instruments to assess reading models and reading environments.

The data collected were reduced to nine major variables. An heuristic device describing interrelationships of these variables was proposed and examined. Five working hypotheses including fifteen testable hypotheses were initially tested using the Pearson product moment correlation. Later, step-wise multiple regression analysis was used to determine the percentage of dependent variable variance explained by the independent variables.

Whereas other results are reported elsewhere in this study, the following three parts are considered as most important: (1) Each of the variables examined was significantly correlated at the $p < .001$ level with student reading attitude scores and student reading ability scores. (2) There was a high correlation ($r = .64$ at the $p < .001$ level) between student reading attitude scores and student reading ability scores. (3) Student reading ability scores and peer reading model scores were best predictors of the student reading attitude scores.

The study concludes that reading models, environments, and abilities effect student reading attitudes. Among reading models, the peer-model shows the most significant role.

STRATEGIES FOR COMPREHENSION OF EXTENDED AND HOLISTIC METAPHOR/ANALOGIES IN SCIENCE TEXTBOOKS BY FOURTH-GRADE STUDENTS

Order No. DA8508119

LIPSCHITZ, CEIL, PH.D. *Fordham University*, 1985. 265pp. Mentor: Anthony N. Baratta

Previous research on science textbooks and development of science concepts indicate that fourth-grade students have difficulty with comprehension of metaphorical sentences for science information. This study, in order to reduce misconceptions and promote comprehension, has presented a set of strategies for analyzing and interpreting metaphor/analogies in written text.

Sternberg's (1977, 1978) componential theory has been operationalized to test for comprehension of science information with fourth-grade students. The 15 null hypotheses compared cognitive strategies (verbal, exemplar, pictorial) with the structural form of metaphor/analogies (extended, holistic). The dependent variables were scores on the three reasoning tasks in stages (identification, inference, and synthesis).

Three distinct groups made up the random sample: the unskilled of 30 fourth-grade students with a mean reading score of approximately 4.16, the average of 30 fourth-grade students with a mean reading score of approximately 5.52, and the proficient of 30 fourth-grade students with a mean reading score of approximately 7.42.

Analysis of variance tested 15 null hypotheses for the relationship between scores on the *CAT* and scores on the *MST* for each group. As a result of Eta, six null hypotheses were partially retained. Correlations for both structural forms of the *MST* indicated a nonlinear or curvilinear relationship between cognitive strategies for science information and restructured metaphorical sentences in the science text.

Mean reading scores on both structural forms of the *MST* were highest for the proficient and lowest for the unskilled reading ability group.

Examination of the incorrect responses indicated fewer errors occurring during the extended structural task where the additional clause or cue was provided to facilitate the reasoning process of fourth-grade students for comprehension of the science information. Since reading and strategies vary from student to student, a curved line best fitted the trend of the data in this investigation. Two major educational implications indicated that: (1) Restructuring the metaphorical sentence and training in strategy skills should improve comprehension skills for science information; (2) Reevaluation of science materials should help identify the kinds of reasoning strategies and inquiry process skills needed for successfully completing metaphor/analogies and related science tasks.

FACTORS AFFECTING READING ACHIEVEMENT RETENTION OVER SUMMER VACATION

Order No. DA8505585

MENOHER, JUDITH ANN, ED.D. *Brigham Young University*, 1984. 95pp. Chairman: James E. Baird

The purpose of this study was to investigate the relationship between selected summer reading activities and television viewing habits and the retention of reading skill over summer vacation. Activities studied included the number of hours spent reading, the number of books read, the number of student-owned books, the number of books in the home that the students could read, number of hours of television viewed, amount of magazines and newspapers read, library usage, reading behavior, and student perceptions. Data was collected from a spring and fall administration of the CTBS and a student questionnaire on students in the fourth, sixth, and eighth grades in three rural districts.

It was a conclusion of this study that summer newspaper reading by fourth grade students was related to reading achievement retention over summer vacation. The other factors investigated did not show significant relationships.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN IN-SCHOOL SYSTEM STUDENT TRANSIENCY AND STUDENT READING ACHIEVEMENT

Order No. DA8505201

MISNER, WARREN CRAIG, ED.D. *Western Michigan University*, 1984. 83pp.

A study was conducted to ascertain what influence transiency had on students' reading achievement in school. Transiency was defined as students moving from one school within the Kalamazoo, Michigan, Public Schools to another at a frequency double to that which school system policy required. Reading achievement was measured by a national norm-referenced test (Metropolitan Achievement Test) and progress in the school system reading program. A total population of 317 students was selected at the second, fourth, and sixth grade levels for the investigation. At each grade level, students were divided into transient groups or nontransient groups dependent on school stability. Students selected were matched closely in regard to possibly contaminating extraneous variables, i.e., race, sex, socioeconomic status, and number of parents in the household.

A central hypothesis of the study was that students from nontransient groups would show greater reading achievement progress than transient students. A *t* test was used to examine relationships in reading achievement between transient and nontransient students. Results obtained from scores on the Metropolitan Achievement Test and student progress in the school system reading program indicated that nontransient students gained in reading achievement at a significantly higher rate when compared to transient students. At all three grade levels tested, nontransient students were near or above grade level in reading achievement. Transient students were below grade level at all three grades in regard to reading achievement.

The investigation revealed a high percentage of students coming from single-parent households in both the transient and nontransient groups. Results were computed for single-parent groups of both transient and nontransient students with similar findings as the full sample. The study concluded that when variables of socioeconomic status, race, sex, and number of parents in the household were held constant, transiency was a factor in student reading achievement. The study was limited to Kalamazoo, Michigan, Public School students and the results were particular to that school system and student population. The study gives conclusions and recommendations in regard to transiency and school reading achievement.

THE EFFECTS OF PASSAGE AVAILABILITY DURING ADJUNCT QUESTIONING IN COMPUTER-ASSISTED READING PRACTICE ON RECALL MEASURES OF READING COMPREHENSION IN INTERMEDIATE COLLEGE FRENCH

Order No. DA8519005

PEDERSON, KATHLEEN MARSHALL, PH.D. *The Ohio State University*, 1985. 331pp. Adviser: Gilbert A. Jarvis

This study investigated the effects of passage availability during comprehension postquestioning in computer-assisted reading practice for early-intermediate, college-level students of French. Passage availability refers to whether a reading passage remains displayed on the computer monitor after the learner presses the carriage return to view its related comprehension question. In addition, verbal ability and level of comprehension question were investigated along with passage availability in this factorial design. The dependent variable was recall as determined by a free recall protocol text reconstruction. Salomon's (1979) analysis of the interaction of media and cognition and research on levels of cognitive processing served as the theoretical bases for the study.

The following procedures were followed. Subjects (N = 136) read one orienting text and answered three treatment-specific interspersed postquestions under treatment-specific passage-availability conditions. Then, they read and answered interspersed postquestions on a ten-passage experimental text, filled out a Likert-scale evaluation on their reading practice experience, and finally completed a surprise free recall protocol. On the recall protocol, they were requested to write down everything they could remember from the experimental text. Protocols were scored using a list of propositions weighted according to their relative importance to the overall meaning of the text. The subject's recall score reflected the sum of the values of all valid propositions provided in the recall protocol.

The main effect of each independent variable was statistically significant. Higher recall resulted from passage unavailability, higher-level questions and high-verbal ability. The passage-availability data indicated that this variable is a levels of processing variable, and that removing the passage regardless of level of question or verbal ability leads to a higher level of processing and therefore to higher recall of the text in learners of intermediate French. Additional data were provided by the Likert-scale evaluation of the practice materials and by simultaneous measures taken by the computer during practice, which included initial passage processing time, response latencies, correct responses, and trials. Though descriptive in nature, these data provided useful information concerning likely reading practice strategies utilized by subjects in the various treatments.

AN EXPERIMENTAL INVESTIGATION OF THE RELATIONSHIPS AMONG THE LEARNING STYLE SOCIOLOGICAL PREFERENCES OF GIFTED AND NORMAL PRIMARY CHILDREN, SELECTED INSTRUCTIONAL STRATEGIES, ATTITUDE, AND ACHIEVEMENT IN PROBLEM SOLVING AND WORD RECOGNITION Order No. DA8500196

PERRIN, JANET LINK, ED.D. *St. John's University*, 1984. 160pp.

The purpose of this investigation was to analyze the relationships among sociological preferences, instructional strategies, and intelligence levels as these variables independently and/or interactively affect achievement in high and low level cognitive tasks and attitude toward instructional techniques. The subjects of the study previously had been designated as gifted or normal based on criteria established by the school district. This research then compared the effects on achievement in problem solving and word recognition and on attitudes when students with strong sociological learning style preferences for learning alone or learning with peers were matched and mismatched with both individual and team interaction instructional strategies.

The experimental sample was comprised of 39 normal and 17 gifted, first and second grade youngsters. The sociological subtest of the *Learning Style Inventory:Primary* was administered to each student to ascertain sociological preferences.

The data yielded no significant differences between sociological preferences, instructional strategies, or intelligence level--indicating that no single preference, strategy, or IQ level affected increased achievement or more positive attitudes for all students. However, significant differences emerged when subjects were matched and mismatched with instructional strategies that were congruent and incongruent with their diagnosed sociological preferences. Specifically, subjects achieved more and demonstrated more positive attitudes when matched with complementary instructional strategies. This finding suggests that within-class instructional arrangements should be based on sociological preferences and accommodating instructional strategies.

Furthermore, students evidenced higher achievement in the more complex level cognitive task of problem solving than in the lower level cognitive task of word recognition--implying that youngsters perform better when presented with challenging material.

In addition, the gifted youngsters in this investigation achieved more when they were placed into a homogeneous group of gifted than when in a heterogeneous group of gifted and normal students. This finding tends to support the trend toward special programming for the gifted.

CORRELATES OF EARLY READING ABILITY

Order No. DA8512489

PERRY, STEPHEN RICHARD, PH.D. *The University of Michigan*, 1985. 204pp. Chairman: Harold W. Stevenson

Two studies were conducted to identify psychological and environmental characteristics that differentiate early and average readers. The first study compared 16 first graders reading at least at a third-grade level with 16 average first graders. The second study compared 20 kindergartners reading at least at a midfirst-grade level with 40 average kindergartners. In both studies children were administered a battery of cognitive tests and mothers were interviewed. In the first study the reading and cognitive tests were designed especially for the research; in the second, commercially developed instruments were used.

Results indicated that early readers were brighter, quieter, more attentive children than were nonearly readers. The mothers of early readers were more invested in education and more vigilant for educational opportunities than were the mothers of nonearly readers. These mothers remembered themselves as more academically competent first graders than did mothers of nonearly readers. The two groups of mothers reported using direct and playful methods of teaching reading equally often, but mothers of early readers reported more frequently using an informational approach that focused on skills and words the child was likely to find relevant.

In the second study, early readers obtained significantly higher scores on three cognitive tests, thus complicating interpretation. After accounting for the effects of cognitive functioning, the two groups continued to differ on parental interest in teaching, frequency of quiet play, mothers' remembrances of their own academic competencies, and mothers' estimates of whether reading or writing first interested the child. Stepwise regression procedures identified a four variable equation (including intellect) which accounted for 64% of the variance in reading scores. When intellect is excluded, the model accounts for 55% of the variance.

A significant interaction was found for sex and amount of direct reading instruction. The finding suggests that mothers of boys may be mobilized to provide direct instruction by signs of failure while signs of success may activate mothers of girls.

WISC-R VERBAL SUBTEST SCORES OF FOUR SOCIOECONOMIC LEVELS AND FOUR READING SKILL GROUPS Order No. DA8514760

PETERS, KATHLEEN T., ED.D. *University of San Francisco*, 1985. 216pp. Chairperson: Anita De Frantz

Statment of the Problem. Although it is known that WISC-R IQ scores are affected by socioeconomic factors, the exact impact of each subtest on these scores is not known. The results of this study demonstrate which WISC-R subtests contribute most to variances in IQs for children from four different socioeconomic levels. The association between success in the WISC-R verbal subtests and reading achievement was also explored.

Procedures and Methods. Using the criterion of parental occupation, these 200 children, all referrals to a San Francisco Learning Center, were randomly selected and stratified into four levels--upper middle, middle, lower middle, and low--with 50 children at each level.

The Woodcock comprehension test results provided a basis for formation of four reading achievement groups. One of the groups contained successful readers, and the three others had children who scored below grade level in reading.

Analysis of variance among the WISC-R subtest means was used for the socioeconomic levels and the reading groups. Predictions were made that the upper socioeconomic level children and children who were better readers would score significantly higher in the WISC-R verbal subtests.

Results. As predicted, the children from the upper socioeconomic level and the successful readers scored significantly higher in all of the WISC-R verbal subtests than the children from the low socioeconomic level and the unsuccessful readers. The results went beyond the prediction in that each socioeconomic level was distinguished from the other in the subtest means. For children from the low socioeconomic level, the Information subtest mean was the lowest mean, while the Comprehension subtest was the highest. The upper levels scored significantly higher than the WISC-R subtest mean in Similarities, Vocabulary, and Comprehension.

Conclusions. The verbal subtests in which these upper socioeconomic children had the most scoring advantage are in the verbal comprehension component. When intragroup scores are analyzed, the lower levels also achieved higher means in these subtests than in other verbal subtests. The results support meaning-based teaching strategies as opposed to rote learning. The findings raise issues concerning the WISC-R subtest validity and show the need for publication of subtest scores, according to occupational groups, for the WISC-R standardization.

THE INFLUENCES OF GENDER, WORK AND SOCIAL HABITS, AND CONTENT AREA ON TEACHERS' PERCEPTIONS OF READING ABILITIES AND SCHOLARSHIP OF MIDDLE SCHOOL STUDENTS

Order No. DA8507540

SMIT, EDNA KNIGHTEN, PH.D. *Michigan State University*, 1984. 127pp.

Purpose of the Study. The purpose of the study was to determine whether the gender of the teacher and the student and the content area of the teacher influence teachers' perceptions of middle schools students' reading abilities and scholarship. The influence of work and social habits was also investigated.

Data were collected, analyzed, and compared regarding middle school content-area teachers' perceptions of superior readers and students, reading scores, and work and social habits of students perceived as superior, as well as of superior readers who were not perceived as superior.

Procedure. From a population of 1,155 regular classroom students, 45 middle school teachers were asked to identify superior readers and good students. These perceptions were analyzed by gender of teacher and student, content area, work and social habits, and reading scores.

Major Findings. It was not necessary for students to have standardized reading test scores in the superior range to be perceived as superior readers and good students by the teachers in this study. Work and social habits and student gender played an important role in teachers' perceptions of their students' reading and scholarship abilities. Girls were perceived by both male and female teachers as being better students and proved to be better students using grade point average as the criterion. However, male teachers identified proportionately more girls than boys as superior readers and good students than did female teachers. Teacher's gender and content area were not factors in the identification process. On the whole teachers' predictions of students' reading abilities and scholarship proved to be accurate.

Students who attained reading scores in the superior range but were not identified as superior readers were rated significantly lower in listening, speaking, and reasoning abilities than students who did not attain superior reading scores but were perceived as superior. Middle school teachers considered listening and reasoning to be more important than reading as factors in being a good student.

Based on the findings of this study, current methods of instructing students in listening, speaking, and reasoning skills should be examined more intensively and curricula practices should be developed that focus on including these practices in all instruction.

A STUDY OF THE RELATIONSHIP BETWEEN ELEMENTARY TEACHER ABSENTEEISM AND THE ACHIEVEMENT OF ELEMENTARY PUPILS IN READING AND MATHEMATICS

Order No. DA8507543

SMITH, DAVID BENJAMIN, PH.D. *Michigan State University*, 1984. 183pp.

The financial loss resulting from employee absenteeism has been estimated at between $15 and $20 billion per year. In addition, there appears to be consensus that employee absenteeism also results in reduced productivity. However, there is little information regarding teacher absence and the educational effect of such absence.

This study was designed to examine absenteeism rates for elementary teachers during two years and to determine if a relationship exists between absenteeism and student achievement, as measured by standardized norm-referenced reading and mathematics tests. The study addressed the following specific concerns: (1) the relationship of elementary pupil (grades 1-6) achievement in mathematics to teacher absenteeism, as measured by total days absent and absence frequency and (2) the relationship of elementary pupil (grades 1-6) achievement in reading to teacher absenteeism, as measured by total days absent and absence frequency.

The study was constructed to examine the total elementary grades (1-6) as one group and each elementary grade as a separate group. The findings of the study were: (1) For all elementary grades (1-6) there did *not* appear to be a relationship between teacher absenteeism and pupil achievement in reading or mathematics for 1980/81. (2) For all elementary grades (1-6) there appeared to be a relationship between teacher absenteeism and pupil achievement in reading and mathematics for 1981/82. (3) For grades 1, 5, and 6 there did *not* appear to be a relationship between teacher absenteeism and pupil achievement in either reading or mathematics for 1980/81 or 1981/82. (4) For grade 2 there appeared to be a relationship between teacher absenteeism and pupil achievement in reading for 1981/82, and in mathematics for 1980/81 and 1981/82. (5) For grade 3 there appeared to be a relationship between teacher absenteeism and pupil achievement in reading for 1981/82. (6) For grade 4 there appeared to be a relationship between teacher absenteeism and pupil achievement in reading for 1981/82, and in mathematics for 1981/82.

A STUDY OF THE RELATIONSHIP OF READING ACHIEVEMENT AND STUDY ORIENTATION AMONG A PUBLIC HIGH SCHOOL POPULATION, A PUBLIC ALTERNATIVE HIGH SCHOOL POPULATION, AND AN IDENTIFIED JUVENILE DELINQUENT POPULATION

Order No. DA8510982

SMITH ROTCHFORD, MILLIE, ED.D. *Gonzaga University*, 1984. 130pp.
Chairman: Patrick J. Ford

The primary purpose of the study was to compare reading achievement and study orientation among three distinct high school populations--a public high school, a public alternative high school, and a classroom for identified juvenile delinquents--and to determine if any significant differences existed among the delay avoidance, work methods, teacher approval and educational acceptance scores of the three population groups. A secondary purpose was to determine if among the same populations a relationship existed between student scores on delay avoidance, work methods, teacher approval, educational acceptance and between student reading achievement and study orientation scores.

The sample population consisted of 100 students from each school setting and included male and female students ranging in age from 12-19 years and grades 9-12. Two instruments were used to test the total sample population of 300 students. *The Wide Range Achievement Test* produced the reading score and the *Student Survey of Habits and Attitudes* the study orientation, delay avoidance, work methods, teacher approval and educational acceptance scores.

Findings from this study revealed the reading achievement and study orientation scores among the identified juvenile delinquents to be slightly lower than the corresponding scores attained among the public high school and public alternative high school students. The difference found in reading achievement and study orientation scores among the public high school and public alternative high school students was found to be insignificant.

Implications from this study include that for successful reading achievement among students, those administering school curriculum and policy must work in concert with classroom teachers towards generating more widespread respect and recognition for the individual student's affective and cognitive development rate and style of learning. The overall study orientation scores among the three school groups indicated students tested did not find a stimulating educational experience within their school setting nor did they feel their study habits were oriented toward a successful academic experience.

Recommendations for further research and field studies include such areas as the relationship between cognitive style and school achievement, and the effectiveness of a methods and orientation program designed to prepare students for the organized life of school.

A STUDY OF THE EFFECTS OF SELF-MONITORING ON READING SCRIPTURAL TEXT VIA A SELF PROMPTED VIDEO DISPLAY

Order No. DA8518341

SMOCK, DAVID JOEL, PH.D. *University of Southern Mississippi*, 1984. 105pp. Director: William M. O'Toole

This study focused on the effect of self-monitoring with reading of scripture text. A review of the literature indicated that self-monitoring had an effect on study behavior, but there were no data on the effect it had on reading. The literature review also raised questions concerning the reliability of self-monitoring.

In order to evaluate the effect of self-monitoring on reading and also evaluate the question of reliability, a TRS-80 micro-computer was used to display reading for subjects and to record data concerning reading. The computer reliably and accurately recorded data concerning reading during all phases of the study without the awareness of subjects.

The effect of self-monitoring was evaluated using a single-subject ABAB design. During A phases subjects read from the computer screen but did not self-monitor. During B phases subjects read from the computer screen and also self-monitored their reading. The reliability and validity of self-monitoring were evaluated by comparing computer recorded data with self-monitored data.

Results indicated no clear effect for self-monitoring when the data were evaluated within subjects. When the data were examined across subjects, however, a weak effect was observed. Results indicated that subjects in this study were not reliable in self-monitoring reading. Results also indicated that the self-monitored data were not a valid estimate of actual reading behavior.

THE EFFECT OF VARIANT TEACHER/STUDENT CONCEPTUAL TEMPO ON STUDENT READING ACHIEVEMENT, TEACHER-STUDENT INTERACTION, AND STUDENT SELF CONCEPT

Order No. DA8509415

SPINGARN, DEBORA L., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 108pp. Chairperson: Maurie Hillson

The purpose of this study was to examine the reading achievement of children who display the same or different conceptual tempos from those of their teachers. The emphasis of the investigation was on four factors which related to the variables affecting reading achievement: the teacher-child interaction, the self concept of the student, and the sex of the student. An examination of these variables in relation to reading gains produced data related to the nature of affective interaction and the resulting reading achievement.

The 30 student and eight teacher subjects were administered the *Matching Familiar Figures Test* to assess tempo style. Student subjects' reading gains, intelligence quotient, and level of self concept were assessed. The *Student-Level Observation of Beginning Reading* was used to systematically observe student reading and teacher instructional behavior during instructional reading groups.

The data were evaluated using Pearson product-moment correlations and hierarchical multiple regression analyses. The results indicated a significant, positive relationship between reading achievement and student latency and errors. Vocabulary gain was affected by student Comprehension gain was affected by teacher conceptual tempo. This was equally true for boys and girls. However, the particular style was unable to be differentiated.

A direct relationship was noted between negative teacher-student interaction and student latency and indirectly with teacher errors.

The frequency of indirect reading directly related to teacher errors, and indirect reading negatively correlated with positive or negative interaction. Except for the latter, these results were inconclusive because particular styles could not be differentiated.

Suggested relationships were noted between indirect reading and teacher conceptual tempo and negative interaction.

Student self concept was not influenced by teacher, student tempo, or a match or mismatch between them; however, females reported higher self concepts than males.

Educational implications include addressing the differences in conceptual tempo of students and matching those tempos with appropriate learning strategies both in teacher education courses and in daily classroom practice. Changes in school organization toward a nongraded approach and the opportunity of preschool experience for youngsters of a more impulsive tempo may enhance their learning and ameliorate the noted achievement difference.

ELEMENTARY SCHOOL TEACHER LOCUS OF CONTROL, CAUSAL ATTRIBUTIONS, AND STUDENT READING GROUP PLACEMENT

Order No. DA8514091

STEUBING, JAYNE HANLEY, ED.D. *State University of New York at Albany*, 1985. 164pp.

Teacher locus of control refers to the amount of teacher perceived control over or responsibility for student behavior and achievement. Studies of teacher locus of control suggest that teacher locus of control is related to student achievement. The purpose of the present study was to investigate the relationships of teacher locus of control beliefs to elementary school students of varying reading levels. In addition, analysis of teacher causal attributions for lack of control in various reading instructional situations was carried out.

The Reading Achievement Questionnaire was completed by ninety-five elementary school teachers. Analyses of variance were performed on the internal locus of control scores, the external locus of control scores, and the stability ratings of the external attributions. Results for internality suggested that teachers indicate no control differences over the reading behaviors and achievement of good, average, and poor readers. Other analyses of internal scores revealed that the type of classroom situations and the outcomes of those situations (success and failure) influence teacher perceptions of control. This was consistent across reading levels.

Analyses of teacher external attributions revealed that teachers attribute failure in reading instructional situations to the difficulty level of the task more often than they attribute success to the ease of the task. This was generalizable over the four classroom variables and good and poor reading group members, but not members of the average reading group. Elementary teachers also believe that good readers' ability is more responsible for reading successes than reading failures in the areas of student discipline and student achievement only. Nevertheless, teachers did not perceive this to be true for the classroom variables of instructional methodology and classroom management.

Examination of the stability ratings of teacher attributions revealed that teachers rate student ability as significantly more stable than student effort or task difficulty. Teacher locus of control seems to have little bearing on stability ratings. However, it was anticipated that because the more externally oriented teachers would feel powerless to effect change in students, these teachers would assign higher stability ratings to their attributions.

Reading levels of the students, classroom variables, and instructional outcomes are related to locus of control beliefs. These results support the utility of investigating locus of control and causal attributions in specific contexts with rationally-faceted, well-balanced instruments specifically designed for the purpose. In this manner, theories will be made more complete and can be more accurately generalized to real-life situations.

THE RELATION OF METALINGUISTIC AWARENESS IN FIRST GRADE TO READING ACHIEVEMENT IN THIRD AND FIFTH GRADES: A LONGITUDINAL STUDY Order No. DA8514604

ZENGE, SARA DUNNING, PH.D. *University of Maryland*, 1984. 168pp.
Director: Mariam Jean Dreher

The study investigated the extent of the relations between various components of linguistic awareness at the beginning of grade 1 and reading achievement in grades 3 and 5. Ninety-eight randomly selected first graders were interviewed individually on their awareness of linguistic terms and concepts used in beginning reading instruction. At the beginning of grade 5 the size of the sample had been reduced to 65 through retentions, movements from the school area, and missing test data. The results of the interviews were then studied in relationship to the reading comprehension scores of the remaining 65 subjects in grades 3 and 5.

The interviews investigated metalinguistic awareness as indicated by three abilities: (a) the ability to describe reading as a meaning-gathering process; (b) the ability to identify language segments--letter, word, and sentence; and (c) the ability to define terms commonly used in reading instruction. The results of the investigations into these three abilities were used as measures of metalinguistic awareness.

Statistically significant correlations were found between the metalinguistic awareness scores at grade 1 and reading comprehension in grades 3 and 5. The correlation was low at grade 3 and moderate at grade 5. The section on segmentation of language units had a moderate correlation with reading comprehension at grade 5. The other correlations between the sections of metalinguistic awareness with reading comprehension at both grades were low.

The addition of metalinguistic awareness scores to intelligence quotients increased the prediction of reading comprehension in grades 3 and 5. Alone the composite metalinguistic awareness score accounted for 17 per cent of the variance in comprehension in grade 3 and 25 per cent in grade 5. The predictability of the metalinguistic awareness score approached that of academic aptitude for grade 5 reading comprehension.

The results of this study show metalinguistic awareness as evaluated by the interview to be predictive of reading comprehension in later grades.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042